

R E P O R T R E S U M E S

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ORGANIZING TO PROVIDE AGRICULTURAL EDUCATION FOR OFF-FARM
OCCUPATIONS.

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THESE MATERIALS TYPED ON A "KINDERGARTEN" TYPEWRITER
WERE PREPARED FOR STATE VOCATIONAL LEADERS, TEACHERS,
ADMINISTRATORS, AND COORDINATORS TO USE IN PROMOTING
EDUCATIONAL PROGRAMS FOR OFF-FARM AGRICULTURAL OCCUPATIONS.
THE LARGE TYPE STYLE AND FORMAT ALLOWS THE USER TO MAKE
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DOCUMENT. PRESENTATIONS INCLUDE DEFINITIONS, THE SCOPE AND
COMPLEXITY OF THE PROGRAM, DIFFERENCES, NEEDS, FAVORING
FACTORS, SHARED RESPONSIBILITY, STATE ACTION, AREA SCHOOL
ROLE, DIVISION OF RESPONSIBILITY, RECRUITMENT AIDS,
PLACEMENT, STATE LEVEL RESPONSIBILITY, COORDINATION, POLICY
DEVELOPMENT, ADMINISTRATIVE DECISIONS, AND HAZARDS. THE
MATERIALS WERE ORIGINALLY PRESENTED BY DR. H.M. HAMLIN AT THE
NATIONAL CONFERENCE ON OFF-FARM AGRICULTURAL OCCUPATIONS
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FOR
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(Outline from which transparencies
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INTRODUCTION

The materials included herein have been prepared for use by interested individuals considering programs in off-farm agricultural occupations. They will be of value when working with school boards, administrators, consulting (advisory) committees, and other lay groups on state and local levels. These materials will be very useful to state vocational leaders when working with the above groups, with vocational teachers, and with vocational administrators or coordinators.

The format of these materials will allow the user to adapt them to his needs. They summarize points which must be considered when organizing any program that is to provide agricultural education for off-farm occupations.

These master sheets were prepared in large type to increase their effectiveness as a visual aid. Each page may be used directly on an opaque projector or reproduced by mimeograph for use with discussion groups. Transparencies to be used on an overhead projector may be made directly from each of these pages.

These materials were originally presented by Dr. H. M. Hamlin at the National Conference on Off-Farm Agricultural Occupations sponsored by the Center for Vocational and Technical Education in May, 1965.

OCCUPATIONAL EDUCATION: All education that contributes to occupational choice, competence, and advancement

VOCATIONAL EDUCATION: Specialized education for work in a particular non-professional occupation or a cluster of these occupations

TECHNICAL EDUCATION: Education provided ordinarily in one- or two-year programs beyond the high school which emphasizes science, mathematics, and laboratory procedures related to the occupations for which the students are preparing

AREA SCHOOLS: Junior and community colleges, vocational schools, technical institutes, and branches of universities serving areas usually larger than school districts

**THE NEW PROGRAM IS MUCH MORE COMPLICATED THAN
TRADITIONAL VOCATIONAL AGRICULTURE**

1. Oklahoma study revealed 125 job titles.
2. Within each occupation there may be managers, supervisors, technical workers, salesmen, clerical workers, semiskilled workers, and unskilled workers.
3. Positions are filled by persons at many levels of ability.
4. Many more are available for inservice education than for preservice education.

WORK IN THIS FIELD IS DIFFERENT FROM ANYTHING WE HAVE DONE

1. Number training for any one cluster of occupations or any one level of an occupation usually too small to provide specialized training in high schools.
2. Teachers of agriculture cannot offer these programs without help from other vocational teachers, teachers of mathematics, science, and communication, and persons from business and industry.
3. We shall be working with a different set of people in business, industry, and government.
4. More responsibility for the success of these programs rests upon supervisors and teacher educators.

ALL TYPES OF AGRICULTURAL EDUCATION NEED FURTHER DEVELOPMENT

**Non-vocational education in agriculture from the nursery
school through the university**

Counseling about agricultural occupations

**Vocational education in farming for present and prospective
farmers**

Education for the agricultural professions

Education in agriculture for off-farm occupations

**NO FORM OF AGRICULTURAL EDUCATION SHOULD BE ABANDONED OR
SLIGHTED IN PROVIDING THE NEW PROGRAMS.**

FACTORS FAVORING DEVELOPMENT OF THE NEW PROGRAMS

- 1. Displacement from farms**
- 2. Shortage of skilled personnel in farm-related businesses and industries**
- 3. Shortage of skilled services farmers would buy**
- 4. Youth remaining longer in school and able to take specialized training**
- 5. Reorganization of school districts makes more specialized programs in high schools possible.**
- 6. New funds are available for new types of training.**
- 7. Area schools, developing rapidly, provide settings for this kind of education not before available.**

THE NEW PROGRAMS INVOLVE SHARED RESPONSIBILITIES

1. Local schools, area schools, colleges, and private agencies may share.
2. Governing boards, administrators, counselors, several kinds of vocational teachers, and "academic" teachers are involved.
3. Must work with organizations of employers and labor.
4. Many governmental regulations apply; government is an employer of our graduates.
5. Required by law to work with Employment Security.

STRONG STATE ACTION NEEDED IN DEVELOPING THE NEW PROGRAMS

1. Control over the number of schools offering any one program
2. State-level choice of schools in which new programs are likely to succeed
3. State-level help in conducting and evaluating pilot programs
4. More than customary percentage of funds from state and national sources
5. Recruiting and training a new group of teachers and program administrators

AREA SCHOOLS, RAPIDLY DEVELOPING, ARE ENGAGING IN AGRICULTURAL EDUCATION

1. Average of 35 area schools per state in 13 southern states

2. Six states have considerable agricultural education in area schools:

California
Connecticut

Minnesota
Mississippi

New York
North Carolina

3. At least nine other states are introducing agriculture into area schools:

Delaware
Florida
Kansas

Kentucky
Oklahoma
Oregon

Tennessee
Texas
Washington

4. A few area schools in other states are teaching agriculture.

AREA SCHOOLS OFTEN PROVIDE THE BEST SETTINGS FOR THESE NEW PROGRAMS

1. More students of a given kind can be assembled, costs per student can be kept down.
2. Some occupations call for entrants beyond high school age.
3. Many who need and want the training have left the high schools and will not return to them.
4. An area school with 10 to 20 vocational courses and a battery of related courses offers opportunities few high schools can provide.
5. Area schools are set up to cost more than high schools; more is spent for teachers and facilities.
6. Most area schools serve adults attending part-time as well as full-time students.

RESPONSIBILITIES FOR THE NEW PROGRAMS MUST BE DIVIDED

Local schools can:

- Provide education basic to specialization**
- Counsel about agricultural occupations**
- Introduce to broad fields within agriculture**
- Prepare some for employment on school-leaving, others
for further work in area schools or colleges**
- Offer courses for adults with help of area schools and
colleges**

Four-year colleges and universities can:

- Help in conducting pilot programs**
- Supplement offerings of local schools in states where area
schools are not feasible**
- Prepare personnel for the new programs**
- Provide teaching aids**
- Conduct related research**

AIDS IN RECRUITMENT OF STUDENTS

- 1. Organizations of employers and workers**
- 2. All publicity media**
- 3. School representatives to the high schools of an area**
- 4. Part-time employment**
- 5. Financial aid for needy students**
- 6. Low tuition costs**

PLACEMENT SUGGESTIONS

1. **Seek employment at standard wages wherever it can be found.**
2. **Develop contacts with employers outside the community or area as well as within it.**
3. **Services to local employers likely to be principally in upgrading their current employees.**

STATE-LEVEL RESPONSIBILITIES IN DEVELOPING THE NEW PROGRAMS

1. Provide state-board policy adequate to support a developing program.
2. Formulate state administrative regulations.
3. Divide responsibilities between state department and colleges.
4. Arrange adequate financing.
5. Choose pilot centers, provide continuing, on-the-spot assistance to them.
6. Secure cooperation of supervisors and teacher educators in other vocational fields.
7. Recruit and train teachers.
8. Prepare teaching aids.
9. Arrange for evaluation and replanning of pilot programs.
10. Develop programs in areas other than the four in which the National Center has been working.

STATE-LEVEL ACTIVITIES MUST BE COORDINATED

Teamwork, such as we have never had, is required to coordinate the efforts of:

Supervisors and teacher educators in agriculture

Supervisory and teacher-education staffs in all vocational fields

Vocational educators and vocational counselors

Vocational educators and general educators

Local schools, area schools, colleges and universities

OFFICIAL POLICIES MUST BE DEVELOPED ADEQUATELY

New programs must not be introduced until policies governing them are adopted by the responsible boards:

State boards

Area school boards

Local boards

Board members must understand the policies adopted and be ready to back them against opposition.

THERE ARE MANY ADMINISTRATIVE DECISIONS TO BE MADE

1. Who will plan and conduct the programs?
2. How are classes to be scheduled?
3. How are students to be recruited, screened, counseled, placed, and followed up?
4. How is related work experience to be organized?
5. What will be the entrance and graduation requirements?
6. What testing will be provided? How?
7. How will deficiencies in basic education be removed?
8. What new vocational courses will be needed? What new supporting courses?
9. How will the programs be affected by labor laws?
10. What contributions will Employment Security make?
11. How can the programs be accredited?
12. Will it be possible to transfer credits to four-year colleges?

SOME HAZARDS IN DEVELOPING THE NEW PROGRAMS

1. Improvisation rather than planning
2. Many weak centers rather than a few strong ones
3. Attempting the impossible in high schools because most of our staff is in them
4. "Going it alone" and acquiring the misunderstanding of other educators
5. Failure to secure sponsorship by business and industry
6. Undertaking new programs with unqualified and overloaded teachers
7. Careless selection of trainees
8. Training persons who will not be employed or will be employed in dead-end jobs
9. Keeping capable youth away from programs better adapted to them
10. Forgetting the advantages of supervised practice and attempting to do everything in school buildings
11. Cheating youth out of general education
12. Allowing policy to be made by advisory committees and employers rather than by official boards

SUMMARY

1. Teachers of agriculture and school counselors must become better informed about the wide range of occupations requiring some education in agriculture.
2. Aggressive but careful state action is required in promoting the new programs.
3. We cannot depend on the local schools and colleges to develop specialized programs preparing for these occupations; most of these programs will be in area schools.
4. From the beginning we must work toward a broad pattern that takes into account all kinds and levels of these occupations although our beginnings are small.
5. We must avoid precedents which cannot be followed later.